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ABSTRACT

A study investigated whether the presence or size of a photograph accompanying a story affects readers' attention, recall, and comprehension of newspaper articles. The three hypotheses postulated are: (1) readers are more likely to pay attention to stories on a page which includes a large photo than to stories on a page containing a small photo or a page containing no photo; (2) readers are more likely to recall a story accompanied by a large photo than a story accompanied by a small photo or by no photo; and (3) readers will better comprehend a story accompanied by a large photo than a story accompanied by a small photo or no photo. At Syracuse University, 123 undergraduate students reported their attention, recall, and comprehension of a story presented in three versions of a front page of the daily student newspaper--one with a big picture, one with a small picture, and one with no picture accompanying the story. Results supported all three hypotheses. Findings suggest that not only did the use of a picture make people read, recall, and comprehend news stories, but that the use of a larger picture appears to be related to greater recall and comprehension of the story. The presence of a larger picture caused readers to read more of the accompanying story resulting in a greater recall and better comprehension of the story, than when the effects of each were examined individually. (Eight tables of data and 31 notes are included, and the three versions of the front page are attached. Contains 31 references.) (Author/RS)

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Title: The Effect of Newspaper Picture Size on Readers' Attention, Recall and Comprehension of Stories

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THE EFFECT OF NEWSPAPER PICTURE SIZE ON READERS' ATTENTION, RECALL AND COMPREHENSION OF STORIES

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THE EFFECT OF NEWSPAPER PICTURE SIZE ON READERS' ATTENTION, RECALL AND COMPREHENSION OF STORIES

Seventy-Five Word Abstract

To determine whether the size or presence of a photograph affects readers' attention, recall, and comprehension of a newspaper story, the design of the front page of a daily student newspaper was modified to produce three versions: one with a large picture, one with a small picture, and one with no picture. Versions of the front page were alternately administered to one of three experimental groups. In-class experiments were conducted in which 123 students were asked a number of questions about their attention, recall, and comprehension of the story. The findings suggest that the presence of an accompanying photograph, especially a large one, increases readers' attention, recall and comprehension of a newspaper story.

ABSTRACT

Picture editors and photographers have long struggled to obtain space for photographs in newspapers. However, little research has investigated the relationship between photographs and text.

This study investigates whether the presence or size of a photograph accompanying a story affects readers' attention, recall, and comprehension of newspaper articles. The three hypotheses postulated are: readers are more likely to pay attention to stories on a page which includes a large photo than to a page containing a small photo or to a page containing no photo; readers are more likely to recall a story accompanied by a large photo than the story accompanied by a small photo or by no photo; and, readers will better comprehend a story accompanied by a large photo than the story accompanied by a small photo or by no photo.

At Syracuse University, 123 undergraduate students who participated in the experiment reported their attention, recall, and comprehension of a story on three versions of a front page of the daily student newspaper — one with a big picture, one with a small picture and one with no picture accompanying the story.

The results support all three hypotheses. The findings imply that not only did the use of a picture make people read, recall, and comprehend news stories, but that the use of a larger picture appears to be related to greater recall and comprehension of the story. The presence of a larger picture causes readers to read more of accompanying story resulting in a greater recall and better comprehension of the story, than when the effects of each were examined individually.

The Effect of Newspaper Picture Size on Readers' Attention, Recall and Comprehension of Stories

INTRODUCTION & CONCEPTUALIZATION

Pictures in newspapers today are not simply supplements to stories of the day or decorative art. Although they often accompany stories, newspaper photographs themselves are sources of information to readers. Newspapers in the last 20 years have increasingly demonstrated a tendency to use more and larger photographs.

Both photojournalism books and general opinion support the notion that photographs have overwhelming appeal. Several research studies have determined that not only do people read and obtain information from photographs, but that stories accompanied by a photograph have greater readership than other stories,[1] and that the use of a large photograph appears to be associated with increased recall of facts from a news story.[2] Wilson Hicks, executive editor at Life during the late 30s, wrote that "the picture is almost invariably read first; the common habit is for the reader's eyes to move back and forth from picture to words and back again to picture until the meaning is expressed in each medium."[3]

However, there has been limited research in the area of photojournalism examining the relationship between newspaper photographs accompanied by stories and readers' comprehension of those stories. Keith Kenney points out that picture editors' requests for maintaining or increasing the size of their staffs and for additional space for photographs would more likely be approved if their arguments were supported by research.[4]

This thesis investigates whether the use of photographs actually does result in readers paying more attention to and exhibiting better recall and comprehension of newspaper stories. Finberg and Itule stress that when a strong visual is used as a dominant element on a page, it becomes a magnet, pulling in readers to the text.[5] Although readers' attention, recall, and comprehension may be influenced by other factors such as headlines, illustrations, positions of stories, subject matter, or interest, this study will examine the influence of the size of the accompanying photograph on attention, recall and comprehension.

Prior studies have demonstrated that photographs in newspapers draw readers' attention more than words. Newspaper researcher Chic Bain found that "larger pictures attract readers to an accompanying story better than smaller pictures, and hold the readers' attention deeper into the tie-in story."[6] In an investigation of the effects of a dominant photograph on the agenda-setting function of the press, Wayne Wanta noted that "a large photograph breaks up the grayness of a page and is pleasing to a reader's eye."[7] The implication is that the readers are forced to pay more attention to the page with a large photograph taking up a large area of space on the page. Rita Wolf and Gerald L. Grotta have also found that large photographs increase readership and recall of the facts from stories they accompany.[8] Sharon Polansky's finding, cited by Ken Kobre, supports the notion that increasing picture size also increases attention to a picture.[9]

These studies reached similar conclusions about the influence of a large photograph on readership. However, the conceptualizations and operationalizations of readers' attention differed. In Wolf and Grotta's investigation, subjects' readership was measured by asking questions about four stories on the front page. Respondents were given four choices — read thoroughly, read casually, read superficially, and not read at all — to determine how much of a story they read.

Baxter and his colleagues measured both media salience and self-reported readership, which approximated the conceptualization of "attention" in this study. The researchers investigated self-reported readership and media salience, defined as a reader's feeling of psychological closeness to the news item, or a kind of active awareness of the story's existence, separately. Self-reported readership was measured by a series of direct questions about headline, photograph, caption, and story. The results indicate that the presence and the size of the photograph did play a role in increasing salience and readership of accompanying news stories. Sanders' study found that three times as many men and four times as many women look at the average one-column picture as read the average news story, and readership increases as picture size increases.[10] Arthur Rothstein makes the point that the printed page demands an organization that will stop the reader, hold his or her interest, and effectively display the statement made by the photojournalist.[11] The importance of using pictures to attract readers to stories in newspapers is also stressed by Kenney.[12]

This investigation, however, differs from those discussed before in that "attention" is conceptualized and operationalized as the extent to which readership is influenced by the size of the accompanying photograph. Attention in this research focuses on both how much notice stories acquire and how much of the stories read. It is hypothesized that:

Hypothesis 1: Readers are more likely to pay attention to the stories on a page which includes a large photo than to those on a page with a small photo or on a page with no photo at all.

Studies by William Baxter and his colleagues suggest that the use of a large photograph is related to greater recall of facts in the story, picture caption, and

headline. They measured subjects' knowledge of essential facts for recall on the basis of three questions: one about prominent facts and two about non-prominent facts.[13] Education researchers Rusted and Hodgson argued that "when pictures are congruent with text, they have generally been found to enhance performance, particularly for textual information mirrored in the picture."[14] However, unlike Baxter *et al.* this study does not attempt to distinguish between recall of prominent and non-prominent facts.

Hypothesis 2: Readers are more likely to recall a story accompanied by a large photo than a story accompanied by a small photo or by no photo.

An examination of literature on the relationship between picture size and reading comprehension yields conflicting results. According to Smith and Elifson, most of the research conducted prior to the mid-1970s seems to indicate that pictures have a negative effect on reading comprehension, while research conducted after 1975 indicates a positive relationship.[15]

Two studies conducted with college students confirmed a relationship between pictures and comprehension. The investigators found that pictures accompanying text helped students better understand the content in a college textbook.[16] Yet, a study by Smith and Elifson on the effects of pictures on reading comprehension in college textbooks found no significant difference in the performance of two groups (one group's books had pictures and one did not) on measures of reading comprehension even through the students indicated a preference for material which included pictures.

A criticism of the investigations of the effects of photographs on readership and recall of facts from a story they accompany in newspapers is that the newspaper pages used in the investigations were redesigned. Critics argue that the investigators

selected pictures accompanied by stories which were more interesting in order to attract readers to those stories rather than to stories not accompanied by a picture. One element of the NPPA (The National Press Photographers Association) Code of Ethics specifies the role of pictures in the media — pictures should help all people, young and old, to better understand any subject in the public domain.[17] The findings discussed previously concerning the effects of pictures on reading comprehension are not applicable to pictures effects on comprehension of newspaper stories because the subjects were tested using college texts rather than newspapers. Therefore, the third hypothesis is:

Hypothesis 3: Readers will better comprehend a story accompanied by a large photo than a story accompanied by a small photo or by no photo.

The research conducted to date seems to lend support to the first two hypotheses. This study includes a replication of previous research because it is important to the definition of comprehension used in corroborating the third hypothesis.

In this investigation, "attention" is defined as how much notice stories received and how much of the noticed stories are read. Hence, it is measured by whether or not a respondent sees the particular story headline and by the amount of the story read. For instance, respondents were asked how much of the story (accompanied by a large, small, or no photograph) they read. "Recall" is defined as the degree of retrieval of information from the story. Recall is measured by questions pertaining to two elements in the story. "Comprehension" is defined as readers' ability to make inferences which go beyond the information given in the stories.

Since the key variable is the size of a photograph, the influence of the size of the photograph on readers' attention, recall, and comprehension of the stories were measured by using three versions of a front page of the Syracuse University student newspaper, The Daily Orange. One version with a large photograph, one with a small photograph, and one without any photograph. The three versions of the front page generally contained the same stories and the same picture in the same positions. Therefore, the impact of the photograph in this study is measured by what it contributes to the verbal text, not by what they may contribute independently.

METHOD

An experiment was designed to test the effect of picture size on attention, recall, and comprehension. The treatment for this experiment consisted of manipulations of the front page of a selected issue (December 5, 1991) of The Daily Orange, Syracuse University's daily student newspaper. The December 5 issue was used since original printing plates for The Daily Orange were available, only from December 5 and December 6 issues. The December 5 issue was assumed to have more internal validity than the December 6 issue since the December 6 paper was the semester's last issue. The front page was redesigned so that there were three versions of the front page were used in the study — one with a large photo, one with a small photo, and one with no photo.

Wayne Wanta says that "dominant photographs used varied from 63.6 to 54 square inches and balanced photos used varied from 16.5 to 13.5 square inches."[18] The calculated percentage ranges are from 26.5 to 22.5 percent for dominant photographs and from 6.9 to 5.6 percent for balanced photographs, based on a 13-by-21 inch size broadsheet newspaper with 0.5 inch margins (Total available space is 240 square inches). In a 11.5-by-17 inch size tabloid newspaper with 0.5 inch margins (Total space is 168 square inches), large photographs vary from 44.28 to 30.52 square inches, and small photographs vary from 11.17 to 4.17 square inches. The percentages are from 26.4 to 18.2 percent for large photographs, and from 6.7 to 2.5 percent for small photographs.

Woodburn says "a photograph's size and its subject matter are probably the most important elements which affect readership of newspaper pictures."[19] The first step in designing the experimental front page of The Daily Orange was an article

selection survey conducted at the Syracuse University's Schine Student Center between 11:30 a.m. and 12:30 p.m.. Since lunch usually brings in a greatly increased number of people to the place, the survey period was judged to be the best time period during which to survey a sample of diversely distributed subjects. Twenty students were randomly intercepted and asked to rate their interest in 20 story headlines on a scale of 1 to 10 (10 being highest). These were headlines of stories which had been published in The Daily Orange between September, 1991, and February, 1992.

The means of the twenty titles ranged from 3.83 to 8.1. From this distribution, five stories whose means were between 6 and 7 were chosen for the stimulus front page. Stories with very high or very low means were not selected for the design in an attempt to minimize bias.

The headlines of the five stories selected are as follows: "Music students stage sit-in" (6.55); "Security revises escort program" (6.75); "SU faculty members favor report: Shaw praised for positive message" (6.6); "New emergency line speeds on-campus aid"(6.9); and "Lack of student interest plagues budget forums" (6.3). Because of space limitations and to avoid subject repetition, "the New emergency line speed on-campus aid" story was excluded. The title of "Music students stage sit-in" was changed to "School of Music students protest" due to the limited space for redesign.

A questionnaire was also designed to elicit subjects' response to the size of a photograph on the front page. The questions were written to obtain the following information: whether subjects noticed the presence of the story and how much of each story in the newspaper was read (attention); how well the content of each story was retrieved by a respondent (recall); how well each story was understood (comprehension); the respondent's rating (on a one-to-five scale, five being highest) of the level of interest in each story; and individual subject differences, such as

gender, school year, how often a respondent read The Daily Orange during the past week, which sections of the newspaper respondents were interested in reading, what makes them read a particular story in the newspaper, and major.

The first draft of the questionnaire was developed through two pilot tests. On April 1, 1992, an in-class pilot study was performed with 67 students who enrolled in an introductory communications class. Three versions of a mock-up page of The Daily Orange were distributed randomly, and students were asked to read the newspaper and answer a number of questions related to the stories in it. In this pilot study, the results were as expected. More students who saw a larger picture indicated that they noticed the headline of the story and also gave correct responses for recall and comprehension questions compared to those who saw a small picture or no photo on the front page.

In the second pilot test, six graduate students who had already taken one or more research classes were asked to read, answer the questionnaire within a timed period, and make comments. From this test, 15 minute was decided as an appropriate newspaper reading time. The results were very similar to that of the first test.

After the pilot studies, changes were made to the questionnaire to ensure that it contained an equal number of questions pertaining to each variable thus making certain that the measuring instrument balanced, and to ensure for valid statistical results an equal number of choices for each question. The questionnaire in its final form consisted of seven pages containing questions about six stories and a section pertaining to respondents' demographic information. Questions on six stories rather than only about three stories from the front page were incorporated to increase the validity of the results. The rationale was that if respondents had been asked to

respond to questions about only three front page stories, they might recognize the purpose of the study.

"Attention" was measured by two questions: one with a yes/no response and the other one with multiple responses to indicate the amount of the story read. In order to measure "recall," and "comprehension," two questions with multiple responses — one correct answer, three incorrect answers, and a don't know option — were included for each variable. Two questions were developed in order to sufficiently measure each variable. The first level question for recall and comprehension was generated from the first half of each story, while the second one came from the second half.

The subjects for the experiment consisted of 123 college students from several classes at Syracuse University's Newhouse School of Public Communications. Only the front page was altered; the reminder of the newspaper was exactly the same for all groups. The experiment was set up in a counterbalanced design. Each student was randomly assigned to one of three experimental groups. Subjects received large, small or no picture front pages in rotation. The counterbalanced design allowed the respondents to act as their own control groups. Because few of the students had any previous journalistic experience in print media or in newspaper design, it was unlikely that they recognized the purpose of the study. As a group, however, the students were younger and more educated than the general public.

The respondents were instructed to read The Daily Orange for 15 minutes as they normally would. They were not told the purpose of the study until it was over so as not to influence their responses.[20] They were also told to avoid contact with their classmates and with other newspapers during the experiment. The reading time was determined to be adequate from the two pilot studies in which subjects were told that they had either 10 minutes or 20 minutes to read the newspaper. Ten minutes was

found to be too short and 20 minutes too long a time period. The newspapers were collected after 15 minutes. Students were then given the questionnaire related to the stories in the newspaper. The students were allowed to work on the questionnaire for five minutes. In total, the experiment took 27 minutes to conduct in each class, inclusive of the distribution of newspapers and questionnaires, and the giving of instructions to the students. The first question on each page asked whether or not respondents had seen a particular story and instructed them to turn to the next page if not. If the headline of the story given was not recognized, the respondent was not to respond to any further questions regarding that story.

Nominal scores of 1, 2, and 3 were given to the large picture group, small picture group and no picture group, respectively, for the statistical analysis. Also, a nominal number was given to each response for the multiple choice questions to calculate frequencies. The "School of Music students protest" story was the one with photographic accompaniment to measure the three dependent variables.

Attention was measured by asking whether or not a student saw a specific story in the stimulus newspaper, and if so, how much of the story was read. In order to investigate students' readership of the story, the question "What part of the story did you read?" was asked as the second measure of attention. Respondents were given a choice of four responses: (1) only the headline and/or a couple of sentences; (2) about one third of the story; (3) about two thirds of the story; or (4) almost all.

Factual recall was measured by asking two questions directly related to the text. The first question could be answered by a respondent who read at least the first half of a story while the second was related to factual information contained in the later portion of a story. For example, in responding to questions related to the story "School of Music students protest," respondents were asked how many people participated in the sit-in (the correct answer of about 40 people came from the first

half of the story). The answer to the second question regarding the director's concern that the school would become smaller came from the second half of the story.

Subjects were also asked to respond to two questions designed to measure comprehension. These were not derived precisely from factual material contained in the text but were designed to measure the respondents' ability to make inferences about likely outcomes based on information contained within the stories. Both comprehension questions asked respondents what possible outcomes were suggested by the stories and offered five response options, including a "don't know" option.

The last item on each page asked respondents to rate their interest in each story on a scale of one to five (five being highest). This was to assess whether there might be an interest bias. Since all three stories on the front page earned very similar interest means (School of Music Student protest 2.14; SU Security 2.29; and Budget Forums 2.09), the story selection for this experiment may be regarded as having no interest bias.

Responses were divided into three categories: "correct," "incorrect" and "don't know." The responding frequencies and percentages for each item were calculated. For this analysis, percentages and chi-square were used. Because the percentage of "incorrect" response was extremely low, these response categories were combined with the "don't know" option as all were considered to be incorrect responses.

There was a question whether the amount of story read affected recall and comprehension instead of photograph size. Because of this concern, one more analysis was conducted to determine each variable's effect. A score was given to each response of subjects' recall and comprehension. This process changed nominal data into interval data in order to calculate the mean scores of the three groups for comparing the group differences using the F-test.

Even though there were possible chi-squares to use for this analysis, the cells dropped to lower than 5. Therefore, further analysis was conducted using means. Plus two points (+2) was given for a correct response, zero points (0) for the selection of "don't know," and minus two (-2) for an incorrect response. Before the data were analyzed, a concern was that if respondents gave one correct and one incorrect response (score 0), their score would exactly be the same as for students who gave two "don't know" responses (score 0).

As explained above, some scores could be misinterpreted without knowing the respondents' intention. However, after all the test results were entered in the computer, it was decided that using this scoring method was would not be statistically inaccurate since a very small number of the respondents had one correct and one incorrect response for each level of the dependent variables.

From these statistical procedures, the extent of reading effect and picture size effect on recall and comprehension were examined individually and in combination. Each variable's combination of two measures was regarded to yield stronger results because they came from different parts of the story. Therefore, the score ranges for "recall" and "comprehension" were from -4 to +4.

Although each picture group consisted of 41 respondents, all the results reported here will be based on the number of people who read the "School of Music student protest," story which was the experimental stimulus to examine the effects of picture size on the newspaper front page.

Means, degrees of freedom, sums of squares, mean squares, probabilities and F-values were calculated for the different picture groups and for the extent of reading for both scores for recall and comprehension. A 3x4 analysis of variance (ANOVA) was performed to investigate the picture group and the amount of story read differences.

There were 55 male and 68 female respondents. They were appropriately distributed among class levels — from freshmen to college seniors. Four respondents whose majors were related to print media such as newspaper, photography, and advertising were excluded from the statistical analysis. All respondents in this study were enrolled in programs not closely related to print journalism, such as broadcasting journalism or Television, Radio & Film (TRF). Of 123 subjects, 87.7 percent were Broadcast Journalism and TRF students. The remaining 12.3 percent were enrolled in public relations or in programs within other colleges in the university.

Respondents were asked about the number of Syracuse University student organizations in which they were involved to determine if there was a correlation between their involvement and their interest in campus news stories in The Daily Orange. More than three fourths of the students were involved in more than one student organization.

Self-reported readership of The Daily Orange was as follows: About five percent did not read it at all; 22.8 percent read it once or twice in the week prior to the study; 36.6 percent three or four times; and slightly more than one third (35.8 percent) had read it daily.

With respect to which sections of The Daily Orange respondents had read during the preceding week, about 90 percent indicated that they read the front page. Two thirds had read "News at a Glance" and the Editorial/ letters sections. About half of them responded that they read the comics, sports, and advertising sections. Commentary and Photo-story sections were read by only one-third.

About two thirds said that "the headline of a story " made them read it, while 85 percent of them said that "topic of a story" attracted them to it. Ninety-five

percent indicated that "position of a story" did not make any difference. About 40 percent responded that "a story accompanied by a photograph" made them read it. "The length of a story" did not influence readership.

For statistical analysis, chi-square and analysis of variance (ANOVA) were used to analyze whether there were significant differences among three picture groups. Means and standard deviations were also calculated.

RESULTS

The findings are divided into four sections based upon attention, recall, comprehension, and the amount of story read.

Readers' Attention to the Story

Hypothesis 1: Readers are more likely to pay attention to the stories on a page which includes a large photo than a page with a small photo or a page with no photo at all.

Table 1-1
Percentage 'Attention' to the story on School of Music student protest

	Picture Group		
First measure of Attention	None % (n=41)	Small % (n=41)	Large % (n=41)
Seen	75.61	85.37	97.56
Not Seen	24.39	4.63	2.44
Total	100	100	100

X^2 =8.33 df=2 p<.05

Question asked: "Did you see the story, School of Music student protest?"

The first question to measure the readers' attention was "Did you see the story, 'School of Music students protest?'" Of the 41 subjects in the large picture group, 97.56 percent noticed the story; of the small picture group 85.37 percent saw the title; and 75.61 percent of the no picture group saw the title of the story. The chi-square was 8.33 at the $p < .05$ level and demonstrated significant differences among the three picture groups (See Table 1-1). Only subjects who saw this story were included in further analyses.

In the large picture group, of the 40 respondents who answered that they had noticed the story, 25 percent read only the headline or a couple of sentences; 27.5 percent read about one third of the story; 10 percent read two thirds; and 37.5 percent read almost all of it. Of the small picture group, 34.29 percent of the 35 respondents who saw the story title indicated that they read only the headline or a couple of sentences ; 37.14 percent read about one third of it; 17.14 percent read two thirds; and 11.43 percent read almost all of the story.

Of the 31 people who saw the story in the no picture group, 77.42 percent read only the headline or a couple of sentences of it; 12.90 percent read one third; none read about two thirds; and only 9.68 percent people read almost all of the story (See Table 1-2). Differences among the groups were significant at $p<.001$ and the chi-square was 29.59. The implication is that as the size of a photograph accompanying a story increases, the amount of the story read also increases. These findings support the first hypothesis about the effects of picture size on readers' attention to the story.

Table 1-2
Percentage 'Readership' of "School of Music student protest" Story

Second measure of Attention: Readership	Picture Group None % (n=31)	Small % (n=35)	Large % (n=40)
Headline	77.42	34.29	25.0
One third	12.9	37.14	27.5
Two thirds	0.00	17.14	10.0
Almost All	9.68	11.43	37.5
Total	100	100	100

X^2=29.59 df=6 p<.001

Question asked: "What part of the story did you read?"

Readers' Recall of the Story

Hypothesis 2: Readers are more likely to recall a story accompanied by a large photo than the story accompanied by a small photo or by no photo.

With respect to recall of factual content, the percentages of "correct," "incorrect" and "don't know" responses are listed in Table 2-1. Of 41 respondents, 82.50 percent of respondents in the large picture group, and 68.57 percent of in the

small picture group, chose the correct response to the first recall measure. Only about one third of those(35.48 percent) in the no picture group selected the correct response. The test of factual recall shows that the bigger the picture, the more people recalled the story (See Table 2-1). Since the calculated chi-square of 22.31 exceeds the critical value of 18.467 at $p<.001$ level, the differences in observed percentages are considered to be statistically significant.

Table 2-1
Percentage factual recall of the first item by picture group

	Picture Group		
First measure of Recall	None % (n=31)	Small % (n=35)	Large % (n=40)
Correct	35.48	68.57	82.50
Incorrect & Don't know	64.52	31.43	17.50
Total	100	100	100

$X^2= 22.31$ df=4 $p<.001$

Question asked: "How many people participated in the sit-in?"

With respect to the second recall measure, three fourths of the subjects in large picture group, about half of those in the small picture group, and about 20 percent of those in no picture group gave the correct response. Although overall correct response percentages are less than those for the first recall measure in all three picture groups, the chi-square value is higher. The chi-square score of 25.30 at the

level of p<.001 demonstrated that the effect of picture size on readers' recall is significantly different among the three picture groups (See Table 2-2).

Table 2-2
Percentage factual recall of the second item by picture group

	Picture Group		
Second measure of Recall	None % (n=31)	Small % (n=35)	Large % (n=40)
Correct	19.35	48.57	75.00
Incorrect & Don't know	80.65	51.42	25.00
Total	100	100	100

X^2=25.30 df=4 p<.001

Question asked: "What will the director of the school worry about if the School of Music gets smaller?"

The results of the recall measures support the second hypothesis — that readers are more likely to recall a story accompanied by a large photo than the story accompanied by a small photo or by no photo at all.

Readers' Comprehension of the Story

Hypothesis 3: Readers are more likely to comprehend a story accompanied by a large photo than the story accompanied by a small photo or by no photo.

In response to the first comprehension question, of 41 subjects in the large picture group, 87.50 percent of the subjects could infer the correct possible outcome of the story. In the small picture group, 68.57 percent gave the correct response, while only about a quarter of those in the no picture group answered correctly.

The chi-square of 32.77 with 4 degrees of freedom at $p<.001$ is greater than the value shown in the chi-square table demonstrating that the difference is significant (See Table 3-1).

Table 3-1
Percentage comprehension of the first item by picture group

	Picture Group		
First level of Comprehension	None % (n=31)	Small % (n=35)	Large % (n=40)
Correct	25.81	68.57	87.50
Incorrect & Don't know	74.19	31.43	12.50
Total	100	100	100

$X^2=32.77$ df=4 $p<.001$

Question asked: "What is a possible outcome suggested by the story?"

With respect to the second measure of comprehension, 80 percent of those in the big picture group gave the correct response. The percentage was 45.71 percent in the small picture group and 12.90 percent in the no picture group.

With 4 degrees of freedom at $p<.001$, the chi-square value of 35.65 explains an even more significant result than that of the first measure of comprehension among the three picture groups.

The results for both measures of comprehension support the third hypothesis that readers are more likely to comprehend stories accompanied by a large photo than stories accompanied by a small photo or by no photo (See Table 3-2).

Table 3-2
Percentage comprehension of the second item by picture group

	Picture Group		
Second level of Comprehension	None % (n=31)	Small % (n=35)	Large % (n=40)
Correct	12.90	45.71	80.00
Incorrect & Don't know	87.10	54.29	20.00
Total	100	100	100

X^2=35.65 d.f.=4 p<.001

Question asked: "What is another possible outcome suggested by the story?"

Picture size and the extent of reading on recall & comprehension

The results indicate that the larger the picture, the greater the recall of the story. Not surprisingly, the more of a story read, the higher the recall. The mean recall scores for the different photograph sizes were 1.03 (no picture group), 2.11(small picture group), and 2.96 (large picture group), respectively. In

comparison, the recall scores related to the amount of story read were 3.55 (Almost all), 3.20(Two thirds), 2.36(One third) and 1.04(Headline only) (See Table 4-1).

Table 4-1
Means of Recall by picture size and Extent of Reading

	Picture Group			
Extent of Reading	None Means(SD)	Small Means(SD)	Large Means(SD)	Mean Recall ByReading Means (SD)
Headline	0.67(1.27)	1.33(1.97)	1.60(2.07)	1.04(1.67)
One third	2.00(2.31)	1.85(2.08)	3.09(1.38)	2.36(1.89)
Two thirds	0.00(0.00)	3.00(1.67)	3.50(1.00)	3.20(1.40)
Almost all	2.67(1.16)	4.00(0.00)	3.60(1.12)	3.55(1.06)
Mean Recall By Picture Size	1.03(1.54)	2.11(1.20)	2.95(1.63)	

	SS	MS	F	df	p
Picture size	10.44	5.22	12.59	2	.001
Reading	60.78	20.26	7.94	3	.001
Picture size * Reading	6.57	1.31	0.51	5	.25

More importantly, the results indicate that the recall score was higher for the larger photo and the larger amount of story read combined than for most reading or large photo size individually. For example, for persons who read all or most of all of the story, considering picture size, the recall mean was 3.55. For respondents who

saw the large picture, without considering the amount of story read, the recall score was 2.95. However, for persons who both saw the large picture and read almost all of the story, the recall mean was 3.60.

The F-values of picture size and the extent of reading were 12.59 (df=2) and 7.94 (df=3), respectively. Both were significant at the .001 level. The F-values were higher than the critical values in the F-test tables. Hence, both different picture size and the amount of story read affected readers' factual recall of the story. However, when the combination of picture size and reading were calculated on recall, the F-value dropped to 0.51 with 5 degrees of freedom at $p<.25$ indicating no interaction between the two variables (See Table 4-1).

Similarly, the results for the effect of both picture size and the amount of story read on comprehension show that respondents who read more of the story and who saw the larger picture had better comprehension. Those who saw no picture and who read only the headline and/or a couple of leading sentences obtained a comprehension mean of 0.58. Respondents who read almost all of the story and saw the big picture had a mean score of 3.87(See Table 4-2).

The calculated F-values on comprehension were 9.56 for picture size (df=2) and 5.33 for the extent of reading (df=3). Both picture size and the amount of story read were significant at $p<.001$ level demonstrating a significant difference between the picture groups or reading groups. F-value of 0.36 at $p<.25$ for the combination of picture size and reading indicates no interaction between the two. (See Table 4-2)

There appears to be some additive effect, which differs from an interaction effect. There is no interaction between reading and picture size because the mean of picture size with reading is higher than means of either picture size without reading or reading without picture size.

Table 4-2
Means and Standard Deviations of Comprehension by picture size and the extent of Reading

	Picture Group			
Extent of Reading	None Means(SD)	Small Means(SD)	Large Means(SD)	Mean Comprehension By Reading Means(SD)
Headline	0.58(1.38)	1.50(1.51)	2.40(2.07)	1.22(1.71)
One third	1.00(1.15)	2.15(1.52)	3.27(1.35)	2.43(1.57)
Two thirds	0.00(0.00)	2.33(1.97)	3.00(2.00)	2.60(1.90)
Almost all	2.00(2.00)	4.00(0.00)	3.87(0.52)	3.64(1.00)
Mean Comprehension By Picture Size (SD)	0.77(1.43)	2.17(1.64)	3.25(1.48)	

	SS	MS	F	df	p
Picture size	40.29	20.15	9.56	2	.001
Reading	33.70	11.23	5.33	3	.005
Picture size * Reading	3.84	0.77	0.36	5	.25

A correlation coefficient was calculated to determine what their relationship would be, even though there was no interaction between picture and the amount of story read. As expected, picture size and the amount of story read were correlated at 0.46 which leads to the supposition that when the article is accompanied by a large picture, there will be a tendency to read more of it. From the communication perspective, this is not a causal effect. That means picture size and reading are occurring together, but not "simultaneously in time."[21] This result may be explained

by Wilson Hicks' notion of X factor. Hicks made the point that when pictures and words are displayed together the effects become greater than the sum of its parts.[22]

Demographic Information

The statistical results indicate that there were no relationships between readers' attention, recall, and comprehension and demographic variables such as gender, school year, the number of student organizations in which the respondent is involved, self-reported readership of The Daily Orange, or preference for a specific section of the newspaper. Individual differences were unrelated to the outcomes for attention, recall, and comprehension by the three picture groups.

In conclusion, this experiment found that a large photograph resulted in greater attention, recall, and comprehension of the story accompanying the picture as compared to a story accompanied by a small or no picture on a newspaper page.

DISCUSSION

The fundamental objective of this research was to determine whether the presence and the size of photographs affect newspaper readers' attention, recall, and comprehension of the stories they accompany. The findings support the three hypotheses and reinforce the results of previous studies showing that a large picture attracts more readers to a story, and that readers have greater recall of a story with a large photo when compared to the same story as accompanied by a small picture or by no photo.

The research design contributes to the validity and reliability of the results of this study. Each of the dependent variables was symmetrically balanced in the design of the questionnaire. The same stories and the same photo were used in the same general position in the three versions of a newspaper used as a stimulus. To avoid bias, the photograph used was chosen based on the results of a story selection survey.

The findings support Hicks' notion of the importance of the balance of picture and words. In his book, Words and Pictures, the former Life executive editor emphasized that words and pictures are equal partners. He wrote that "one of the techniques of photojournalism is aimed at obtaining such efficient relationship of picture and words as will produce an equilibrium between the visual image and the auditory symbols or words. The nearer this equilibrium achieved, the nearer the effect of the mediums in combination approaches the simultaneity of the actual experience."[23]

Arthur Rothstein also proposes a similar idea — that there must be an integration by the layout artists of text and pictures so that a reader becomes aware of the information being communicated as soon as he or she sees the newspaper page.[24]

The especially cites the importance of the front page of a newspaper which attracts readers to the paper so that they will be exposed to the advertising on the inside pages.[25] Therefore, a well-designed front page increases the newspaper's revenue.

As can be seen in Tables 4-1 and 4-2, the statistical findings on readers' recall and comprehension by different picture size and the amount of story read supports Hicks' conception of the significance of the picture and word balance. However, since the advent of newspaper photography, photojournalists and picture editors have struggled for increased use of photographs, for larger photographs, and for increased space for those photographs.

Although this experiment used college students as subjects and a college newspaper as the stimulus, the results indicate that the use of large photographs encourages readers to read the text, supporting Angus McDougall's conception that "reader interest in any photo increases as its size increases — greater size, greater response." [26] He also said that "psychologically, larger size implies significance. There will always be competition for space between the visual and the verbal, but editors should remember that photos flag attention and increase readership of the stories they accompany."[27]

Further, an additive effect between size of photograph and the amount of story read was found. Although research on the effects of picture size on readers' attention and recall has been conducted, this study quantitatively supports Wilson Hicks' X factor theory. Hicks said that "there is derived out of the reader's interpretative process an overvalue which aids and increases his understanding of the facts, ideas or feelings conveyed to him, and enhances their sense of reality. A photographer cannot maintain that one picture is worth ten thousand words, nor a writer that one word is worth ten thousand pictures, if the photojournalistic form, a combination of picture and words, is to be created effectively."[28]

As Kenney and Lacy mentioned in their study,[29] since the use of graphics in newspapers is increasingly needed and wanted by advertisers and readers, newspaper visual professionals need more area for graphics. In a 1992 study, Benson shows the importance of a well designed newspaper front page in attracting readers to inside pages. The Benson study indicates that persuading marginal readers to spend more time with newspapers can increase circulation.[30] Hence, the results of this study suggest the use large pictures in newspapers so as to boost circulation.

Very little research has been undertaken in the field of photojournalism. Although two of the three hypotheses were replicated, this study and previous research in this area differ in that this study examined in-depth how accompanying newspaper photographs help readers understand stories. There is, however, still a need for research in the area of newspaper photography focusing on the relationship between newspaper photographs accompanied by stories and readers' comprehension of those stories.

In the relationship between pictures and reading, it is thought that pictures attract newspaper readers' attention first, and then draw them to read the text. This was not quantified in this study and may be examined in future research.

Some categories within the tables did not contain enough subjects to yield consistent statistical results. With a larger sample, another study may more accurately investigate the occurrence and the extent of newspaper picture effects. Newspaper professionals may be particularly interested in such detailed differences, since the visual and the verbal are always in competition for space in the newspaper business.

Traditionally, newspaper people have felt that photographs are used as attractive devices in order to get people to read the newspaper. This research proves that not only are newspaper photographs a source of information for readers about

what is happening around them, but that photographs also have a symbiotic effect of enabling people to understand the story better. Unfortunately, some newspaper editors still believe that the sole function of pictures is to entice readers to read stories. One important contribution of this research is to give visual communicators, such as picture editors and photojournalists, a strong rationale and suggested strategies for the selection and use of pictures to better convey information.

For years newspaper professionals have intuitively known that larger pictures attract readers to the pages. Because of this, many people recall the accompanying articles better. The results of this study add evidence to this idea. In addition, larger pictures aid readers' comprehension of the articles. Hence, another contribution is that the intuitive idea that the larger the picture the better is quantified. This study also shows that editors can make words more powerful by running pictures larger. However, more in-depth research is necessary — particularly research not limited by the use of college students as subjects and using actual newspapers of varying circulation as stimuli.

The implications for future research in this field are relatively clear. Future research should focus on those aspects of the salience and consequences of the visual components in journalism, enabling writers, editors, and photographers to more strategically base their selections of photographs for improved communication through the use of a combination of photographs and words. It is also necessary to examine the current trends in the use of pictures in newspapers to better understand editors' attitude toward newspaper photojournalism. Moreover, there is a need for research to be conducted to find out if the quality and the nature of pictures have major effects on the newspaper readers' comprehension of accompanying stories.

Finally, since there has been a growing realization that the proper combination of pictures and type must become the responsibility of an experienced artist,[31] more

research studies on the newspaper designers' responsibility for giving readers more accurate information in terms of use of pictures should be conducted.

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The Daily Orange

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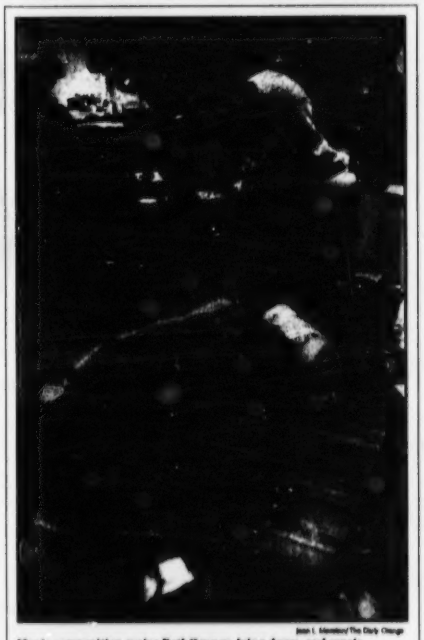

Jason L. Silverstein/The Daily Orange

Music composition major BethGaynor, lying down, and music education major Kristen Phillips, right, participate in a sit-in Wednesday in the office of Don Lantzy, dean of the College of Visual and Performing Arts.

School of Music students protest

By B.L. MORRIS
News Editor

Fearing elimination of the School of Music, students and faculty began a sit-in yesterday morning in the office of the dean of the College of Visual and performing Arts.

About 40 people sat on desks, chairs and the floor in Dean Donald Lantzy's office in Crouse College yesterday afternoon.

Some sat silently and read books and music scores. Others played instruments and sang Christmas songs.

Lynda Mascini, a senior majoring in music education and the chairperson of the School of Music Student Government said the sit-in will last until 5 p.m. today.

"Our purpose here is not to whine or to initiate a scramble for whatever resources are available, but to make a point," said Andy Waggoner, and associate professor of music theory and spokesperson for the student government.

The Chancellor's Ad Hoc Committee classified the School of Visual and Performing Arts as one of the most financially healthy schools at Syracuse University, but the committee also recommended cutting the budget of the School of Music by $215,000 over the next three years.

Possible scholarship cuts

The committee also recommended the elimination of special music scholarships starting with next year's freshman class.

"We're operating at bare bones level financially now," Mascini said.

"We've been doing a great deal with next to nothing," Waggoner said.

Currently the school employs 15 full-time faculty. There are 91 undergraduate and 26 graduate students.

"We feel we are not trying to be radicals... We are just trying to make a point," said Marshall Wiuney, a graduate student representative to the student government, in an interview two weeks ago.

"If we try, we might save Music," he said. "At least we can say we tried."

Dean Lantzy said two weeks ago that he did not foresee the elimination of the School of Music at SU, but that they were being asked re-think their structure."I don't see a lowering of the quality of the music school," he said.

"We can't get any smaller," said George Pappastavros, director of the School of Music. "If we do, we will not be able to provide a viable quality program with ensembles like Orchestra, Wind Ensemble and the University Choruses."

"In fact, without a core of quality music students, we would not even be able to provide a decent Marching Band," he said.

See Friday's paper for more coverage of the School of Music restructuring

SU Security revises student escort program

By RENE STEVENSON
Contributing Writer

The Syracuse University Security department started an escort system in 1985. They purchased a bus and hired a male and a female to drive it.

The system transported students from one part to another dark, said SU Security Capt. Michael Byrne.

Today, SU has the Centro bus system, costing to $1 million yearly, Byrne said.

"It's safe, cheap method of transportation," he said.

In 1970, Security began a program in which a student marshals walk other students to and from locations on campus. There are currently 35 students to and eight to 10 Residents Student Advisers.

The first shift works daily in teams of two from 6 to 11 p.m. with one supervisor. The second shift works from 11 to 3 a.m. The marshals also work at Manley Field House to escort, Byrne said.

Students, faculty and all staff members are eligible to use the system, he said.

The escort system is starting a new program, Byrne said. The student marshals will escort people to bus stops and will even ride home with them, Byrne said.

Abusing the system

Security used to escort students by car, but the system was abused, Byrne said.

Students used it to get and from parties, or when they had been drinking.

Student surveyed felt the SU campus is safe.

"I feel safe when I'm coming back from my classes," sophomore Nancy Lin said. "There 's plenty of light, and usually a lot of people are around."

"I take a lot of night classes, and over by Shaw there are lots of lighting," freshman Cheryl Claxton said. "When I go to parties I'm never alone.... I feel as safe on campus as I do on a regular street."

Freshman Nancy Dessources said she disagreed with Claxton.

"The campus needs more lighting especially on South Campus," she said.

"You can't even see the street signs. No, I don't feel safe. Everything appears to be a shadow."

Security also controls the blue light system, which is hooked directly to the department.

When the red button on the blue light box is pushed, the location of that person is immediately sent to a computer screen at the office.

From the time the button is pushed, it takes two to three minutes for a security car to arrive at the scene.

"They do respond quickly," Byrne said.

Byrne said the other universities model their security systems after SU. "I think this security department is one of the finest in the nation," he said. "Schools such as Penn State come to look at our security system."

Lack of student interest plagues budget forums

By SHERA DOUGHERTY
Ass. News Editor

More Syracuse university students need to give input about the university's plan to cut $28 million from its budget, according to Student Government Association President Emily Zenick.

Few students have attended forums on possible budget cuts or voiced concerns to Chancellor Kenneth A. Shaw, Zenick said.

"Students will be affected the most by the downsizing, and so far, the response has been apathetic," she said. "I encourage students to express ideas and not to think anything is not important enough to mention."

Tanisha Tingle, chair of the Student Senate Coalition, said SGA plans to educate students about the university's downsizing plans by distributing fliers and conducting surveys in the Schine Student Center.

"In the next few years, the university will be completely altered," she said. "It is critical that we get student input."

Nicklaus J. Wetter, director of recreation services, also addressed the Assembly about a proposal allowing SU alumni to use Flanagan and Archbold gymnasiums and the Women's Building for recreation by paying a seasional or annual fee.

Income generated would be used to expand the recreational facilities and provide students with more activities, Wetter said.

The proposal would create crowding in the gyms, Brian Rubenstein, SGA executive assistant, said.

"It's not fair to the students," he said. "The gyms are already so cluttered with people that it's dangerous. It's a terrible idea."

Wetter said he would consider the Assembly's opinions before submitting a proposal.

SGA then confirmed Neil Sutter as elections commissioner and heard contingency requests from nine organizations.

- Student Against Drunk Driving (SADD) - requested $3995 and received $2667.
- Syracuse University Musical Stage requested $4950 and received $4310.
- Sour Sitrus Society - requested $2250 and received $680.
- Society of Professional Journalists - requested $1050 and received $600.
- Alternative Orange - requested $9000 and received $3080.
- Undergraduates for a Better Education - requested $600 and received $200.
- Hispanic American Society (HAS) - requested $6000 and received $4422.
- French Club - requested $300 and received $100.
- Syracuse university for Animal Rights - requested $600 but was tabled until next meeting.

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Possible scholarship cuts

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"We're operating at here bones level financially now," Mastini said.

"We've been doing a great deal with next to nothing," Waggoner said.

Chancellor Kenneth Shaw said in a *Daily Orange* interview that SU will have a music program, but it was too early to tell what kind of program it would be.

Currently the school employs 15 full-time faculty. There are 91 undergraduates and 26 graduate students.

"We feel we are not trying to be radicals... We are just trying to make a point," said Marshall Winsey, a graduate student representative to the student government, in an interview two weeks ago.

Jean L. Mansheny/The Daily Orange

Music composition major Beth Gaynor, lying down, and music education major Kristen Phillips, right, participate in a sit-in Wednesday in the office of Don Lantry, dean of the College of Visual and Performing Arts.

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Dean Lantry said two weeks ago that he did not foresee the elimination of the School of Music at SU, but that they were being asked re-think their structure.

"I don't see a lowering of the quality of the music school," he said.

"We can't get any smaller," said George Pappastavrou, director of the School of Music. "If we do, we will not be able to provide a viable quality program with ensembles like Orchestra, Wind Ensemble and the University Choruses."

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SU faculty members favor report; Shaw praised for positive message

By SHEILA DOUGHERTY
Asst. News Editor

Syracuse University Chancellor Kenneth A. Shaw's plans for a more student-centered university are a step in the right direction, SU faculty member said.

Shaw addressed the faculty Monday afternoon in Hendricks Chapel to discuss his restructuring plan for the university and received positive response.

"The faculty is the heart of the plan," Shaw said.

Shaw said some faculty members will be participating in the supported resignation program he proposed. Forty people have signed have signed up for the program, and 110 have shown interest in it, he said.

George Pappastavrou, director of the School of Music, said he is participating in the supported resignation plan. His school is facing a budget cut of 14,000 according to the report.

"Nine-five percent of our budget is salary," he said. "Any cuts have to come mostly from salaries."

Pappastavrou said he is happy to step down early.

"I am happy to do this if it means leaving behind a viable School of Music," he said.

Student-accessible services

Shaw said his goal is to make the university's services more accessible to students.

Restructuring priorities include increased funding for scholarships and loans. Money from plant funds and athletic funds will go toward merit and need scholarships, he said.

Deans of individual schools and colleges said they were pleased with the chancellor's address. David M. Rubin, dean of the Newhouse School of Public Communications, said he is excited about Shaw's plans for the university.

Lack of student interest plagues budget forums

By SHEILA DOUGHERTY
Ass. News Editor

More Syracuse university students need to give input about the university's plan to cut $26 million from its budget, according to Student Government Association President Emily Zonich.

Few students have attended forums on possible budget cuts or voiced concerns to Chancellor Kenneth A. Shaw, Zonich said.

"Students will be affected the most by the downsizing, and so far, the response has been apathetic," she said. "I encourage students to express ideas and not to think anything is not important enough to mention."

Tanisha Tingle, chair of the Student Senate Coalition, said SGA plans to educate students about the university's downsizing plans by distributing fliers and conducting surveys in the Schine Student Center.

"In the next few years, the university will be completely altered," she said. "It is critical that we get student input."

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Income generated would be used to expand the recreational facilities and provide students with more activities, Wetter said.

The proposal would create crowding in the gyms, Brian Rubenstein, SGA executive assistant, said.

"It's not fair to the students," he said. "The gyms are already so cluttered with people that it's dangerous. It's a terrible idea."

Wetter said he would consider the Assembly's opinions before submitting a proposal.

SGA then confirmed Neil Sutter as elections commissioner and heard contingency requests from nine organizations.

- Student Against Drunk Driving (SADD) - requested $3995 and received $2667.
- Syracuse University Musical Stage requested $4050 and received $4310.
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- Society of Professional Journalists - requested $1050 and received $600.
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The Daily Orange

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School of Music students protest

By R.I. SHIELDS
News Editor

Fearing elimination of the School of Music, students and faculty began a sit-in yesterday morning in the office of the dean of the College of Visual and performing Arts.

About 40 people sat on desks, chairs and the floor in Dean Donald Lantzy's office in Crouse College yesterday afternoon.

Some sat silently and read books and music scores. Others played instruments and sang Christmas songs.

Lynda Macini, a senior majoring in music education and the chairperson of the School of Music Student Government said the sit-in will last until 5 p.m. today.

"Our purpose here is not to whine or to initiate a scramble for whatever resources are available, but to make a point," said Andy Waggoner, associate professor of music theory and spokesperson for the student government.

The Chancellor's Ad Hoc Committee classified the School of Visual and Performing Arts as one of the most financially healthy schools at Syracuse University, but the committee also recommended cutting the budget of the School of Music by $215,000 over the next three years.

Possible scholarship cuts

The committee also recommended the elimination of special music scholarships starting with next year's freshman class.

"We're operating at bare bones level financially now," Macini said.

"We've been doing a great deal with next to nothing," Waggoner said.

Chancellor Kenneth Shaw said in a *Daily Orange* interview that SU will have a music program, but it was too early to tell kind of program it would be.

"How that will come out, I don't know," Shaw said. We can't make up our minds until the pieces are there."

Currently the school employs 15 full-time faculty. There are 91 undergraduates and 26 graduate students.

"We feel we are not trying to be radicals... We are just trying to make a point," said Marshall Winney, a graduate student representative to the student government, in an interview two weeks ago.

"If we try, we might save Music," he said. "At least we can say we tried."

Dean Lantzy said two weeks ago that he did not favour the elimination of the School of Music at SU, but that they were being asked re-think their structure.

"I don't see a lowering of the quality of the music school," he said.

"We can't get any smaller," said George Pappastavros, director of the School of Music. "If we do, we will not be able to provide a viable quality program with ensembles like Orchestra, Wind Ensemble and the University Choruses."

"In fact, without a core of quality music students, we would not even be able to provide a decent Marching Band," he said.

See Friday's paper for more coverage of the School of Music restructuring

SU Security revises student escort program

By RENEE STEVENSON
Contributing Writer

The Syracuse University Security department started an escort system in 1985. They purchased a bus and hired a male and a female to drive it.

The system transported students from one part to another dark, said SU Security Capt. Michael Byrne.

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"One(plan) for example, is the fund for innovation, which is a $2 million fund, which will encourage new interdisciplinary programs, better advisement and other kinds of innovative educational opportunities," Rubin said.

"Second, he is calling for the ability for students to move more easily from the curriculum of one school to another which will certainly help Newhouse students if it comes about."

The Newhouse School will receive money rather than face a budget cut, according to the report. The money will go toward increasing the school's faculty, Rubin said.

Excitement, disappointment

Bradley J. Strait, dean of the College of Engineering, said he is excited about of the future of the university.

"I think the chancellor gave a good message," Strait said. "There will become drawbacks, but I'm hoping it'll go just great."

Strait said he is disappointed about his school's budget cuts, which total $1,860,000.

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